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How to Invest Your Savings. By ISAAC F. MARCOSSON. Philadelphia: Henry Altemus Co. Pp. 120.

Under the present conditions it may be held that the last thing to put into the minds of children should be the desire to make money. But since they are growing up into a world not only of money-making, but of reckless speculation and financial extravagance, a book which inculcates prudence and modesty may have its usefulness for them. Therefore this little volume of papers first printed in the *Saturday Evening Post*, under the title "Your Savings," is worth noting. It is not only conservative, but practically instructive, giving useful information about the various forms of investment, as well as illustrations of the value of economy.

J. M. C.

Nature-Study Made Easy. By EDWARD B. SHALLOW AND WINIFRED T. CULLEN. New York: Macmillan. Pp. 136. 40 cents.

The title of this book and the introductory paragraph in the preface may suggest to some teachers that the long-looked-for has been found. That paragraph is: "The position of nature-work in the school curriculum is established. It has passed the experimental stage. Its value as an educational factor is recognized." Other prefatory statements are: "The lessons are given in a simple, pleasing manner; a second lesson, in different form, sometimes following the first to impress or fix it." "The lessons, though grouped according to the subjects to which they relate, may be given in any order." The opening statement of the first chapter serves further to present the author's point of view of nature-study.

"'Oh, Mary, what a beautiful flower!' cried little Nellie Brown, as Mary Hooper came into the room, holding aloft a delicate pink rose. 'Where did you get it?'"

"'My Aunt Susan gave it to me,' said Mary. 'She had just brought it from her garden. She gave one just as pretty to Lucy.' . . ."

"'How sweet!' said Nellie. 'What will you do with it?'"

"'Oh, I am going to put it at once in water. You know cut flowers cannot live without food, and water is their food.'"

"So saying, she filled a vase with clear water, and placed her pretty flower in it."

Then follows some discussion as to why the flower stems are cut as they are, this result in an upbuilding and ennobling conclusion on the part of Nellie which leads her to say, "I am glad you told me that. I shall always cut flowers, hereafter, instead of breaking them." Later, in a discussion at dinner table of the fact that plants in the absence of sunlight do not become green, we have Lucy coming upon the scene again with, "Then is that why celery is always white? Please pass me some. I will try to see if I can taste any sunlight on it."

The authors believe in impersonation of the plants and ascribe to them memory, emotions, and ambitions worthy of the children by whom the lessons are to be studied. Quite often at the close of the chapters the writers are reminded of a poem; in fact it sometimes becomes evident before the close of the chapter that the authors are preparing to be reminded.